DOCUMENT RESUME

ED 413 649 EA 028 741

TITLE Missouri School Improvement Program: Standards and Indicators Manual. Effective July 1, 1997 (Second Cycle).

INSTITUTION Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE 1997-01-00

NOTE 48p.; For the procedures handbook, see EA 028 742. Cover title varies.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Academic Achievement; Accountability; *Educational Improvement; *Educational Objectives; Educational Resources; Elementary Secondary Education; Enrollment; *Evaluation Criteria; Guidelines; Performance; State Programs; *State Standards

IDENTIFIERS *Missouri School Improvement Program

ABSTRACT

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. Missouri has a dual responsibility for the quality of education provided its citizens. This document outlines the state's vision and expectations for a quality school. The standards are organized in three sections: resource standards, process standards, and performance standards. Resource standards are generally quantitative and are concerned with the basic requirements that all districts must meet. The areas covered are: program of studies, class size, professional support staff, administration staff, and certification and planning time. The process standards include objectives for curriculum, instruction, differentiated instruction and supplemental programs, instructional climate, library media centers, guidance and counseling, professional development, governance and administration, facilities and safety, and support services. Performance standards measure academic and reading achievement, career preparation, and educational persistence. An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan, which will guide the district in decision making about the resource and process standards that should lead to higher student performance. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 413 649

Missouri School Improvement Program

Standards and Indicators Manual

Accreditation Standards for Public School Districts in Missouri

Effective July 1, 1997
Missouri Department of
Elementary and Secondary Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

R.E. Bartman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EA 028 741

BEST COPY AVAILABLE

Missouri School Improvement Program

Standards and Indicators Manual

Effective July 1, 1997
(Second Cycle)

January 1997
Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

FOREWORD

The State Board of Education first established standards for the classification and accreditation of Missouri's school districts in 1950. Since then, the standards have been reviewed seven times and revised periodically to reflect changing conditions in our schools, as well as the changing demands and expectations of citizens and school patrons.

The process of classifying and accrediting school districts took on greater significance when the State Board of Education, in 1990, adopted new classification standards, to be implemented through the Missouri School Improvement Program (MSIP). While the State Board and the Department of Elementary and Secondary Education have a legal mandate to evaluate and classify public schools, the goal of the MSIP process is to promote school improvement within each district and on a statewide basis. To meet this goal, the MSIP "Standards and Indicators" place greater emphasis on student achievement and other performance measures. During the "first cycle" of MSIP evaluations (1990 to present), this focus has stimulated significant progress and change in school districts throughout the state.

The revised Standards and Indicators included in this booklet will guide Missouri's continuing school-improvement efforts as we move through the "second cycle" of MSIP reviews and as our public school system moves forward into the 21st century. More than 100 Missouri educators worked with state education officials in reviewing the standards and recommending numerous refinements and revisions before the final changes were approved by the State Board of Education on December 19, 1996. We gratefully acknowledge all those who contributed to the review process.

Robert. E. Bartman
Commissioner of Education

Authority: *The Standards and Indicators of the Missouri School Improvement Program are official policies of the State Board of Education and are implemented through the Code of State Regulations (CSR), as authorized by Section 161.092, RSMo. The contents of this publication are "incorporated by reference" as part of Rule 5 CSR 30-345.010.*

TABLE OF CONTENTS

Introduction	4
Resource Standards	5
Program of Studies (1.1 - 1.3)	5
Class Size/Assigned Enrollments (2.1)	9
Professional Support Staff (3.1 - 3.2)	10
Administration Staff (4.1 - 4.3)	11
Certification/Planning Time (5.1 - 5.2)	13
Process Standards	15
Curriculum (6.1A - 6.1C)	15
Instruction (7.1A - 7.6)	17
Differentiated Instruction and Supplemental Programs (8.1A - 8.7)	21
Instructional Climate (9.1A - 9.1C)	25
Library Media Center (10.1A - 10.1D)	27
Guidance and Counseling (11.1A - 11.1E)	29
Professional Development (12.1A - 12.1B)	31
Governance and Administration (13.1 - 13.5B)	33
Facilities and Safety (14.1A - 14.2)	38
Support Services (15.1 - 15.3)	39
Performance Standards (K-12 Districts)	41
Achievement (16.1 - 16.3)	41
Educational Persistence (17.1)	43
Performance Standards (K-8 Districts)	45
Achievement (16.1 - 16.2)	45
Educational Persistence (17.1)	46
Post-Elementary School Status (18.1)	47

INTRODUCTION

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The State of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain basic standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

This document of standards outlines the state's **vision** and **expectations** for a **quality school**. Expectations are described in a nonprescriptive way so each school district has the flexibility and responsibility to explain how it provides quality education. It is against these standards that judgments will be made about the quality of district programs and what steps need to be taken to move the highest level of excellence.

The standards are organized in three sections: **Resource Standards, Process Standards** and **Performance Standards**. In general, the **Resource Standards** are concerned with the basic requirements that all districts must meet. They are generally **quantitative** in nature. Some standards are appropriate for all districts. Other standards need to be tailored for districts in different contextual settings. Dual criteria are used comparing the district with "minimums" determined by the State and what is deemed "desirable" as determined by research and/or professional judgment.

The **Process Standards** are concerned more with the "process" of schooling. They include standards on Curriculum, Instruction, Differentiated Instruction, Instructional Climate, Library Media Centers, Guidance and Counseling, Professional Development, Governance and Administration, Facilities and Safety, and Support Services. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of the Process Standards is accomplished through an onsite review by a team of trained observers.

Performance Standards include four areas of student performance. The standards against which all school districts will be assessed include academic achievement, reading achievement, career preparation, and educational persistence. Information on these standards is collected annually and analyzed as a part of the evaluation process.

An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan. This Plan will guide the district in decision making about the Resource and Process Standards that should lead to higher student performance.

MISSOURI SCHOOL IMPROVEMENT STANDARDS

RESOURCE STANDARDS

Resources alone do not ensure a quality educational program. Without them, however, educational programs of desirable quality are unlikely. Resources provide the buildings in which schooling takes place, the professional and support staff necessary to operate schools, and all the instructional materials and apparatus necessary to implement a curriculum. Although resources must be variable to address the diverse needs of the students and the community, the resource standards describe the basic programs, staffing patterns and resources that should be present in every Missouri school district. Some indicators have been identified as starred (*) indicators. Districts that want to use an alternative approach to meeting a Resource Standard must receive approval prior to implementing the alternative.

Information submitted by each district on the October Core Data collection cycle will be used by DESE to develop the Resource Report. District staff is responsible for reviewing the Resource Report during the on-site review. Changes that are necessary to correct errors should be made on the appropriate screen prints of Core Data and the corrected screen prints given to the State Supervisor prior to the end of the on-site review.

PROGRAM OF STUDIES

1.1 **<u>Elementary (typically self-contained)</u> - Each elementary student receives regular instruction in language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four exploratory classes.**

* 1. Each elementary student will receive regular instruction in language arts, mathematics, science, social studies, comprehensive health (including tobacco, alcohol and other drug prevention and HIV/AIDS prevention education) and career education.

* 2. Each elementary student will receive instruction in art, music and physical education for a minimum of 50 minutes in each area each week (25 minutes in each area for half-day kindergarten classes). These classes shall be taught by teachers certificated in these fields.

* 3. If the district is a K-8 elementary district, the following must be addressed:

a. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions, and American History and Institutions will be provided (as required by Section 170.011, RSMo).

b. Students in grades 7-8 will have access to a total of four exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, foreign language, computer literacy, development reading). Each class is taught for a minimum of 1,200 minutes each year.

1.2 **<u>Junior High/Middle School (typically departmentalized)</u> - Each junior high/middle school student will receive regular instruction in language arts, mathematics, science, social studies, career education, health and physical education and will have access to art and music plus four exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History.**

* 1. Language arts, mathematics, science and social studies are scheduled and taught to all students for at least 900 minutes each week in the aggregate (or the equivalent of 1,800 minutes every two weeks).

* 2. Physical education is scheduled and taught to all students for a minimum of 3,000 minutes each year and health (including tobacco, alcohol and other drug abuse prevention education and HIV/AIDS prevention education) and safety education is scheduled and taught to all students for a minimum of 1,500 minutes each year.

* 3. Art and music are scheduled and taught so that all students have access to them for a minimum of 1,500 minutes each year.

* 4. Students in grades 7-8 will have access to a total of four exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, foreign language, computer literacy, development reading). Each class is taught for a minimum of 1,500 minutes each year.

* 5. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions, and American History and Institutions will be provided (as required by Section 170.011, RSMo).

1.3 **<u>High School</u> - Each high school has a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements. These courses are distributed as follows:**

	MINIMUM STANDARD	DESIRABLE STANDARD
English/Language Arts/Communication	6.0	10.0
Foreign Language (Must include two units of one language.)	2.0	4.0
Social Studies (Minimum must include one unit each of American History and World History, 1/2 unit or equivalent of American Government. Regular instruction in United States and Missouri Constitutions, as well as American History and Institutions, must be provided, as required by Section 170.011, RSMo. Desirable must also include 1/2 unit of Geography.)	5.0	6.0
Mathematics (Minimum must include Algebra I and two units from Algebra II, Geometry, Trigonometry, Calculus and Math Analysis. Desirable must include Algebra I and three units from the above list.)	4.0	6.0
Science (Must include one unit each of Biology, Chemistry and Physics.)	4.0	6.0
Fine Arts (Must include both Art and Music.)	2.0	6.0
Vocational Education (Must include a broad range of offerings that lead to employment or related post-secondary education based on students' needs and interests. Four vocational program areas must be represented each year or the district must demonstrate a pattern of student participation in four or more vocational program areas over the past two years.)	12.0	20.0

Physical Education	1.0	2.0
Health (Includes tobacco, alcohol and other drug prevention and HIV/AIDS prevention education)	0.5	1.0
Practical Arts (Includes nonvocational courses which provide practical experiences for students (e.g., Driver Education, Computer Education, Computer Literacy) and vocational credits exceeding the minimum standard of 12.)	4.0	8.0
TOTAL	**40.5**	**69.0**

Options:

1. Districts may meet any course requirement by providing opportunities for all students to attend a high school and/or area vocational school in a neighboring district or by participating in other approved delivery systems (i.e., correspondence courses, satellite classes). The sending school must pay tuition and/or the costs associated with these services, including transportation.

2. In three-year high schools (grades 10-12), additional curriculum offerings at grade nine may be added to meet curriculum requirements.

3. Two advanced courses in any subject area may be offered on an alternating-year basis to meet content/subject area requirements. Alternating-year course credits are counted to meet individual subject area credit requirements, but are not counted toward meeting the overall total of 40.5 credits.

4. For purposes of counting credit under this standard, repetitive classes such as Band, Chorus, Glee Club and Physical Education (unless clearly differentiated) will count as one (1) unit.

CLASS SIZE/ASSIGNED ENROLLMENTS

2.1 **Class Size and Assigned Enrollments - Enrollments will be consistent with both class-size standards and total enrollment requirements.** (Class sizes in all categorically funded programs must meet the class size standards for that program.)

* 1. Student enrollment in individual classes will be consistent with the following guidelines:

GRADES	MINIMUM STANDARD	DESIRABLE STANDARD
K-2	25	20
3-4	27	22
5-6	30	25
7-12	33	28

* 2. Full-time elementary art, music, physical education, and computer teaching specialists shall serve no more than 750 students per week.

Options:

1. Student enrollment in a classroom may increase by as many as ten students for any period that a teacher assistant assists the classroom teacher full time. A teacher with a half-time teacher assistant may be assigned as many as five additional students. (Aides provided with Title I and special education funds are provided on a needs-specific basis and cannot be used to increase class enrollment.)

   Teacher assistants must have a minimum of 60 semester hours of college credit from an accredited institution of higher education and a general understanding of the objectives of public school education. Teacher assistants without a baccalaureate degree and appropriate certification may assist in activities assigned by and under the direct control of the classroom teacher. Teacher assistants with a baccalaureate degree and an appropriate teaching certificate may initiate instruction and work independently.

   Teacher clerks must have a minimum of a high school diploma (or GED certificate) and competence in the nonprofessional duties to be performed. Teacher clerks may not be used to increase the pupil-teacher ratio.

2. Elementary school classes may enroll students from two consecutive grade levels (example: grades one and two, grades two and three). Total enrollment in such

classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.

3. High school beginning and advanced classes in the same subject may be combined (example: Spanish I and Spanish II). Total enrollment in such classes shall not exceed 15 students.

4. High school advanced classes in the same subject may also be combined (example Spanish III and Spanish IV). Total enrollment in such classes shall not exceed 20 students.

5. Enrollment in performing-arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.

6. High school physical education classes may enroll up to 45 students.

PROFESSIONAL SUPPORT STAFF

3.1 **Library Media Staff - Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building:**

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

3.2 **Guidance and Counseling Staff - Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building:**

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-100	.20	1-75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

ADMINISTRATIVE STAFF

4.1 **Superintendent -A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.**

Options:

1. Two adjacent school districts, each of which employs twenty-five (25 FTE) or fewer professional staff members and at least one (1) of which is "provisionally accredited" or "accredited," may share a superintendent who possesses a valid Missouri superintendent's certificate and who serves full-time as the chief administrative officer of both districts.

2. For a period of one year only, any two (2) adjacent districts, at least one (1) of which is classified "provisionally accredited" or "accredited," regardless of the number of professional staff members employed, may share a superintendent. Any two (2) such districts, one (1) of which employs more than twenty-five (25 FTE) professional staff members, which wish to share a superintendent for more than one (1) year, shall obtain prior approval from the State Board of Education.

3. A superintendent of schools in a district which employs twenty-five (25 FTE) or fewer professional staff members and who holds a valid Missouri superintendent's certificate may serve as the secondary principal, the elementary principal, or both, regardless of certification as a principal, in addition to serving as the chief administrative officer of the district.

4. Elementary districts (K-8) with over twenty-five (25 FTE) professional staff members must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25 FTE) or fewer professional staff members may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

4.2 **Associates/Assistants to the Superintendent - Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a Master's Degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.**

MINIMUM STANDARD

Professional Staff Members (FTE)	Assistants to Superintendent (FTE)
1-100	0
101-200	1
201-300	2
301-400	3
401-500	4
501-600	5
601-700	6
701-800, etc.	7, etc.

4.3 **Principals/Building Administrators - Certificated principals, vocational directors and assistant administrators are employed and assigned consistent with the MSIP staff ratios:**

MINIMUM STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-100	.25	1-300	1.00
101-200	.50	301-375	1.25
201-300	.75	376-450	1.50
301-500	1.00	451-525	1.75
501-600	1.25	526-600	2.00, etc.
601-700	1.50		
701-800	1.75		
801-1000	2.00, etc.		

CERTIFICATION/PLANNING TIME

5.1 Teacher Certification - All administrators and teachers must be appropriately certificated for their assignments in accordance with the guidelines contained within the Core Data Manual (Exhibit 10: "Course Code/Certificate").

5.2 Planning Time - Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of 250 minutes of scheduled planning time each school week. It is desirable to have 50 minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time or time before or after school. (Planning time is not required for administrators, counselors or librarians).

PROCESS STANDARDS

The Process Standards (printed in bold type) will be applied to each school district in the state. School districts will use these standards to evaluate their educational processes and to make plans for districtwide improvements. Each standard may be met in a variety of ways at the local district level. Some of these ways are described by the indicators (or descriptors) which follow each standard. Districts may also meet these standards through the use of indicators other than those described. In the on-site review process, a team of educators will validate the efforts a district has made to achieve the objectives embodied in the standards. Some indicators have been identified as starred (*) indicators. These indicators must be addressed in the district's self-study and many will need to be documented for the on-site review.

Definition of Key Terminology:

- **Comprehensive School Improvement Plan - a document which details the methods, actions and strategies which will be used to accomplish specific improvement goals or objectives in a number of program or service areas. The plan sets direction for the future and includes all long-range planning required under Governance (13.1 C) and Facilities and Safety (14.2).**
- **Procedural Plan - written guidelines for operating or directing a specific district program or services. Procedural plans remain constant unless change is initiated by the district. Examples include the procedural plans required under Library Media Centers (10.1 A), Guidance (11.1 E), Professional Development (12.1 A) and Districtwide Evaluation (13.1 A).**
- **Program - a written description of the services provided through an existing district program, which explains how the district is providing certain required services. Programs remain constant unless change is initiated by the district. Examples include the programs or services required under Assessment (7.2), Compensation (13.3 C), School Health Services (15.1) and Nutrition Services (15.2).**

CURRICULUM

6.1 A The district has written curriculum guides for all its instructional programs.

* 1. The written curriculum for each subject area and/or individual course is formally adopted by the board.

* 2. Written curriculum must include the following components:
-a rationale which relates the general goals of each subject area and course to the district's mission and philosophy;
-a general description of the content of each subject area and course;
-general goals for graduates in each subject area or in the students' Individualized Education Programs;

-cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Show-Me Standards; " and
-specific, measurable learner objectives for each course at each grade level.

* 3. The curriculum is articulated through the grade levels and subject areas to ensure continuity of learning.

4. The written curriculum guides provide expanded support for teaching by including features such as scope and sequence outlines, resources, and instructional strategies and assessments needed to meet the needs of all students.

6.1 B The curriculum is implemented to provide effective instruction.

* 1. The written curriculum guides are utilized by staff planning the instructional program and in the delivery of educational services.

* 2. Teachers indicate that the district's curriculum development and revision process is effective.

6.1 C The district assesses, monitors, and revises the curriculum based upon the educational needs of the students.

* 1. The curriculum development process documents the involvement of staff, parents/guardians, members of the community and students.

* 2. Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.

* 3. Resources and administrative support for curriculum development, evaluation and revision are provided.

* 4. Staff responsibilities for curriculum development activities are identified.

"By November 1997, districts must have cross referenced at least one curricular area (e.g. mathematics) to the Show-Me Standards and must have a written plan to complete the cross referencing of all curricular areas by June 30, 2001.

INSTRUCTION

7.1 A **Subject and/or course objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction in a form they can readily understand.**

7.1 B **Instructional strategies and techniques are relevant to the curricular objectives and are based on current research regarding student learning.**

* 1. Varied instructional strategies are used to address all learning styles.

* 2. Students consider instruction relevant and meaningful.

7.1 C **Staff members continuously monitor student progress toward identified objectives and frequently provide students and their parents/guardians information about student performance in relation to those objectives.**

* 1. Student progress toward identified goals or objectives is monitored continuously through a variety of assessment strategies. These assessment strategies include techniques for assessing how all students apply, in new situations, the skills and knowledge they have acquired.

* 2. Students and their parents/guardians are frequently provided with information regarding students' progress in meeting identified objectives.

7.1 D **All staff members involved in a student's educational program regularly collaborate to provide appropriate instructional activities (supplemental education, special education, gifted education, etc.).**

* 1. Coordination procedures (formal and informal) have been developed to ensure appropriate instruction, review, and reinforcement for individual students served by special/support programs.

* 2. Teachers are knowledgeable about the philosophy, objectives and procedures of all special/support programs offered by the district.

* 3. Teachers actively participate in the screening, assessment and identification of students who have physical, social, emotional, mental and academic characteristics requiring specialized educational programs.

7.2 A **<u>Assessment (Curriculum and Instruction)</u> - At least annually, the board of education reviews test results and other indicators, considers recommendations and sets appropriate policy to help ensure that the curriculum and instruction for all student populations improve in effectiveness and efficiency.**

* 1. The district has implemented a board-approved assessment program, which includes:
-designation of the staff member responsible for coordinating the assessment program;
-the names of assessments and the purposes for administering each assessment;
-the administration of criterion - referenced tests approved by the Department of

BEST COPY AVAILABLE

Elementary and Secondary Education;
-a description of how assessment results will be used and disseminated;
-provisions for the inservice training of staff regarding the assessment program;
-provisions for including traditional and performance-based test-taking strategies in the instructional process;
-provisions for the identification of areas for instructional improvement;
-policies to ensure test security.

* 2. All teachers receive and use information about their students' achievements in classes from previous years and/or from prerequisite courses.

7.2 B The district uses assessment data to adjust its curriculum and instruction.

*1. The board of education annually reviews longitudinal student performance data and uses this information to evaluate the effectiveness of the district's existing programs. Curriculum and instructional programs are adjusted when necessary.

If a school building within á district has an enrollment of 30 or more students in any single racial/ethnic group and if these students represent five (5) percent or more of its total student enrollment, indicator 7.2 B *2 must be addressed:

*2. The board annually reviews performance data disaggregated based on race/ethnicity in the following areas in order to effectively monitor student progress: academic achievement and dropout/persistence to graduation. (Other areas in which the district might deem disaggregated data helpful are placement rates in special programs, attendance rates, retention rates, and suspension/expulsion rates.)

If there is a significant difference in the disaggregated achievement and/or dropout rates among various racial/ethnic groups, the district uses this information to adjust curriculum and instructional programs for these groups and has criteria for evaluating the effectiveness of these programs.

*3. The board of education annually reviews performance data, disaggregated based on gender, in order to effectively monitor achievement results and attrition/dropout rates (and other areas deemed necessary by the district, such as placement rates in special programs, attendance rates, retentions/suspension/expulsions).

If there is a significant difference in the disaggregated achievement and/or dropout rates between genders, the district uses this information to adjust curriculum and instructional programs for the appropriate gender and has criteria for evaluating the effectiveness of these programs.

*4. The board of education annually reviews disaggregated performance data for students with disabilities in order to effectively monitor achievement results and dropout rates (and other areas deemed necessary by the district, such as, attendance rates,

retentions/suspensions/expulsions, vocational participation and placement and follow-up data).

Performance results for students with disabilities are compared from year to year and show improvement. Where performance does not improve, the district uses this information to adjust curriculum and instructional programs and has criteria for evaluating the effectiveness of this programs.

7.3 **Learning/Instructional Resources - Each staff member and student has access to resources of the type and in the quantity needed to implement the curriculum of the school effectively.**

* 1. Each student has the necessary consumable and nonconsumable learning materials.

* 2. Professional staff members are involved in the selection of the instructional materials.

* 3. Instructional materials, resources and learning activities are matched to objectives, student developmental levels and achievement. Instructional equipment is appropriate to the curriculum and up-to-date.

* 4. Learning resources, including textbooks and supplementary materials, present a realistic view of the diversity in today's society.

* 5. Instructional apparatus and equipment in all laboratories, resource centers and classrooms are maintained in good working condition and are regularly updated to meet changing needs.

6. Resources in the community are utilized to enrich the curriculum.

7. Procedures are in place for the periodic updating and replacement of instructional materials.

8. There are procedures for reporting and requesting repairs, and repairs are made promptly.

7.4 **Extended Learning Time and Alternative Delivery Systems - The district consistently provides for extending the students' learning time through carefully constructed programs for all students and by offering alternative instructional delivery systems.**

* 1. The district provides for extended learning time activities such as:
-indistrict summer school programs
-full-day kindergarten
-zero-hour and/or extended-day classes (regularly scheduled)
-out-of-district summer school (district-supported)
-PL 94-142 Extended School Year Services
-extended school day/year
-Title I extended-day kindergarten
-Title I extended day/year program
-before-/after-school tutorial(s)
-evening classes (regularly scheduled)
-summer reading program
-summer band or music program

-summer vocational programs
-Saturday classes (regularly scheduled)
-homework

* 2. The district provides alternative delivery systems such as:
-independent study courses
-credit through extension or correspondence study
-advance placement classes
-dual-credit /college-credit classes
-alternative school
-at-risk program (indistrict/out-of-district)
-work-study program
-alternative at-risk programming in area vocational school (other than regular vocational courses)
-satellite instruction/distance learning (classes for course credit)
-alternative scheduling
-nongraded elementary classes (other than special education)

7.5 <u>Instructional Technology</u> is an integral part of student learning.

* 1. Technology skills, and information processing and information/research skills, are included in written curriculum guides.

* 2. Appropriate instructional technology is available for students and staff.

7.6 Multicultural, disability-awareness and gender-fair concepts and practices are infused in the curriculum, instructional programs and all school activities.

* 1. The staff is instructed in the use of non-biased practices and language which has been reinforced by policies, procedures and/or on-going awareness training to recognize racial, cultural, gender, or disability bias in curriculum and instructional practices.

* 2. Concepts which are important in achieving race and gender equity, as well as disability awareness, and which increase students' understanding and appreciation of diverse cultures are incorporated into the district's curriculum.

* 3. Written multicultural, gender-fair and disability-awareness criteria are used in reviewing and adopting learning resources.

* 4. The district has adopted and disseminated a sexual harassment policy.

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

The following services and programs are not intended to be mutually exclusive. Unless there are prohibitions to the contrary for a specific program, some students may be eligible for more than one of the services/programs. It is important that the eligibility of students for more than one program be considered whenever appropriate.

8.1 A **<u>At-Risk Students</u> - The district implements a system for continuously identifying and serving students at risk of educational failure.**

* 1. Written procedures are in place to identify students at risk of educational failure at all levels.

* 2. The district, in conjunction with community resources, provides appropriate services to meet the needs of identified at-risk students.

* 3. Procedures are in place for handling crisis situations involving students (using illegal drugs, attempting suicide, etc.).

* 4. Follow-up counseling and services are provided to those students who drop out of school, in order to facilitate their return to school and/or the completion of their education.

* 5. The district reports dropouts from school to the Missouri Literacy Hot Line.

8.1 B **<u>Special Education for Students with Disabilities</u> - The district provides comprehensive services for all resident children with disabilities as required by the Individuals with Disabilities Education Act (PL:94-142) and Chapter 162, RSMo.**

8.1 C **<u>Educationally Disadvantaged Students</u> -The district provides supplemental educational services to educationally disadvantaged students through a variety of means, including participation in state and federal (Title I) programs, use of local resources and other arrangements which will meet their educational needs.**

8.1 D **<u>Migratory Services</u> - The school district systematically identifies migratory children, ages 3-20, notifies the director of the regional migrant center or the state director of their presence, and gives full access to all programs and services provided to all other children.**

8.1 E **<u>English for Speakers of Other Languages</u> - The district systematically identifies and assesses the educational needs of students whose native or home language is other than English and provides appropriate programs to address these unique needs.**

8.1 F **<u>Homeless</u> - The district identifies and assesses the educational needs of homeless children and youth; provides for placement in the school of best interest; grants school access to all students living in the district, regardless of the permanence of this residence; designates a homeless coordinator; and has policies that facilitate the removal of barriers to homeless students' education, which may include transportation, immunization, residency, records, and guardianship, and provide services as specified in the Stewart B. McKinney Homeless Assistance Act.**

8.1 G **Preschool - Preschool education is available to promote the development of appropriate skills, social adjustment and physical, emotional and mental growth of the child.**

8.2 **Gifted/Talented Students- The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual, physical and social maturity.**

* 1. Written procedures are in place to systematically identify gifted/talented students in all grades.

* 2. Gifted educational services are designed to provide identified students with instructional objectives and strategies that are appropriate to their identified needs; and are provided on a continuing basis as these students progress through the grades.

8.3 **Vocational Education**

8.3 A **Vocational Education is an integral component of the district's educational program.**

* 1. The vocational education program reflects the assessed needs of all students, the labor market and the community.

* 2. All students have equal access to the full range of vocational education programs, services and activities either within the district or through the area vocational school.

* 3. Vocational education enrollment is representative of the total school population with respect to race, gender and disability.

* 4. Students are provided appropriate support services (including supplementary aids and accommodations, when needed) to enter and succeed in the vocational education program.

8.3 B **Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education.**

* 1. The curriculum for each course/program has identified competencies organized as units of instruction, with appropriate assessment methods and resources.

* 2. An instructional management system exists for reporting student and class mastery of curriculum competencies.

* 3. Curriculum and instructional strategies have been developed which integrate academic and vocational competencies.

8.3 C **Vocational student organizations are in place as intracurricular instructional methods.**

* 1. Vocational student organizations provide opportunities for all students to develop leadership skills, gain occupational competence, and be involved in community and school service.

8.3 D **Vocational education programs provide all students with assistance in the transition to the workplace and/or continued education.**

* 1. Work-site educational opportunities (including job-shadowing, experiential education, cooperative education or apprenticeships) are available.

* 2. Off-campus programs comply with policies established by the Department of Elementary and Secondary Education.

* 3. Articulation agreements have been implemented with postsecondary institutions and/or with other community resources, where appropriate.

8.3 E **The district implements an accountability system to assess student progress and program effectiveness.**

* 1. Performance measures and standards have been identified for every vocational course offered.

* 2. An advisory committee for each Department-approved vocational program area has been established and is active.

* 3. An evaluation based on performance measures and standards is conducted annually.

* 4. Evaluation results are used when reviewing vocational education programs and when considering improvements to these programs.

8.4 **Co-curricular/Extracurricular Activities - A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and is related to the philosophy of the district.**

* 1. Opportunities are provided for all students to participate in curriculum-related clubs and organizations; intra- and inter-scholastic academic, fine and performing arts activities; intra- and inter-scholastic sports and student government activities.

* 2. A high proportion of the student population participates in extracurricular and co-curricular student activities.

* 3. The student activities program provides students with an opportunity to develop leadership skills, assume responsibilities and exercise initiative.

8.5 **Parent Education - The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.**

* 1. Parent education activities are provided as required by the Early Childhood Development Act.

* 2. The district provides information (printed resources and/or activities) to parents/guardians about the intellectual and developmental needs of their children at all ages and ability levels.

* 3. District parents/guardians have varied opportunities to participate constructively in the educational program through service on advisory committees, volunteering to assist in the classrooms, tutoring programs, lending libraries, etc.

BEST COPY AVAILABLE

4. The district actively cooperates with other agencies or school groups (i.e., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and/or parenting skills.

8.6 **<u>Community Education</u> - The school district provides or arranges with other local groups, agencies and organizations to provide educational, vocational, recreational, cultural, enrichment and/or other services for the local community in accordance with the needs, interests and concerns of the community members.**

* 1. The district provides access to school buildings for community education and community use in accord with board policy.

* 2. The district cooperates with other local agencies to assess the needs for community education and provides access to a comprehensive program of studies designed to meet the continuing educational needs of the public.

* 3. Information about community education programs is provided to the patrons of the district.

* 4. The district provides access (either directly provided by the district or by another agency) to Adult Basic Education (ABE) classes, leading to the General Educational Development (GED) exam and a high school equivalency certificate, or basic literacy training for adults whose literacy level is inadequate for employment opportunities and goals.

8.7 **<u>State and Federal Categorical Programs (i.e., Title I, Title II, Gifted Education, Title VI, Safe and Drug-Free Schools and Communities Act Programs, Safe Schools, Grants for Local Reform/Goals 2000, Incentives Grants, Parents as Teachers)</u> - The district complies with all provisions, regulations and administrative rules applicable to each program implemented.**

INSTRUCTIONAL CLIMATE

9.1 A The administrators and staff members provide leadership in establishing a positive climate for learning, understand and promote a focus on academic achievement.

* 1. The administration and staff clearly define and communicate the mission or purpose of the school.

* 2. The building administration is accessible and responsive to teachers, students and parents.

* 3. Staff members hold high expectations for teachers' teaching and students' learning.

* 4. Students, teachers and administrators report learning as the first order of business.

5. A majority of the administrator's time is devoted to activities which are designed to enhance student learning and effective teaching.

6. The administration and staff have a thorough knowledge of research on effective instructional practices, are supportive of new and relevant ideas and encourage collaborative inquiry.

9.1 B The school climate is conducive to learning and emphasizes the capabilities of each student and the worth of all students.

* 1. Instructional time is protected.

* 2. Students indicate a generally positive feeling about their school.

* 3. Attendance by students and staff is high.

* 4. The district formally and informally recognizes excellence in achievements of students and teachers.

* 5. Teachers accept the responsibility of reducing student failure and promoting student success.

* 6. Each student is given the opportunity to succeed in school.

7. Student work is displayed in buildings and classrooms.

9.1 C A protected, orderly environment is provided.

* 1. The school is orderly; standards of conduct are understood by everyone and enforced consistently.

* 2. All faculty members share responsibility for maintaining orderly student conduct throughout the school and at all school-related activities.

* 3. All students and staff are expected to take responsibility and be accountable for their actions.

* 4. A written code of conduct, distributed to parents and students, specifies acceptable student behavior, discipline procedures and consequences, and includes procedures which specifically apply to students with disabilities.

* 5. The district has adopted appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities.

* 6. Parents are involved in solving continuing student behavior problems.

* 7. Students and staff indicate they feel safe at school.

LIBRARY MEDIA CENTERS (LMC)

10.1 A All library media centers (LMCs) in the district have written procedural plans.

* 1. The district's written procedural plan for the LMC is developed cooperatively by the library media staff, administrators, and other staff members.

* 2. The LMC written procedural plan includes mission and goal statements, program objectives and evaluative criteria.

* 3. The district has board-adopted policies regarding copyrights, confidentiality, collection development/selection and access to the LMC resources, which have been reviewed by the board within the last five years.

10.1 B The district's library media centers are readily available and accessible to all students and staff.

* 1. Each LMC is open and staffed for student and faculty use during regular school hours and before and after school.

* 2. The LMC environment (attractiveness, design, furnishings, general resource accessibility) encourages student and faculty use.

* 3. Student and staff use of the LMC is documented.

4. The physical space of the LMC is evaluated according to the minimum state recommendations outlined in the state's current library media standards.

10.1 C Library media centers have resources available in sufficient quantity and quality to support, enhance and enrich the curriculum and have a plan to work toward meeting the state library media standards.

* 1. All materials are cataloged, classified and processed.

* 2. The district annually evaluates its resource collection according to criteria outlined in the state's library media standards publication and has incorporated a systematic set of improvement strategies into its Comprehensive School Improvement Plan.

* 3. The LMC resources are evaluated annually, using collection-analysis techniques, to identify strengths and weaknesses.

* 4. Obsolete materials and worn-out equipment are replaced on a regular basis.

* 5. The library media staff collaborates with curriculum and technology committees to integrate library media resources into the curriculum.

* 6. Resources are selected by the library media staff with input from students and faculty.

* 7. Library media centers use educational and informational technology to provide users access to external resources (e.g., inter-school and inter-library loans, on-line databases, community resources and computer networks).

* 8. The LMC provides culturally diverse resources.

9. An electronic catalog and circulation system is in place.

10. The library media specialist communicates with students, staff and community members on a regular basis about LMC resources, equipment and activities.

10.1 D The LMC provides materials and instruction in research skills and in the effective use of library resources.

* 1. The library media staff, in partnership with the faculty, teaches information literacy skills or integrates these skills across the curriculum, as outlined either in a written library skills guide or in other appropriate written curriculum guides.

* 2. The library media staff assists all student populations and faculty with individual and classroom projects.

GUIDANCE AND COUNSELING

11.1 A Structured developmental experiences are presented systematically through both classroom and group activities in grades K-12.

* 1. The guidance curriculum addresses students' needs in the areas of career planning/exploration, knowledge of self and others, and educational/vocational and career development, including effective employment-seeking and employment-retention skills at grade levels 7-12.

* 2. Based upon needs assessment data collected at least once every three years, the written guidance curriculum is developmental and sequential in nature and is articulated through all grade levels to ensure continuity of learning, and the extension of skills, knowledge and competencies.

* 3. Competencies to be addressed through the guidance curriculum and other aspects of the comprehensive guidance program have been identified and prioritized based on needs-assessment data obtained through a survey of students, staff and parents/guardians administered every three years in grades 4-12.

11.1 B Students are provided opportunities to develop, monitor and manage their educational and career plans through a structured, systematic individual planning system.

* 1. Activities and procedures provide a comprehensive program of career awareness and exploration in grades K-12.

* 2. A system for individual planning, which includes the necessary forms and procedures and begins no later than eighth grade, provides assistance to students, in collaboration with parents/guardians, to develop educational and career plans, and includes assessment, advisement and identification of short- and long-range goals.

* 3. Educational/vocational information resources are readily available to students.

11.1 C Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, educational/vocational and career development.

* 1. Responsive services, which include individual and small-group counseling, crisis counseling, referral to other agencies or professional resources and vocational and educational placement, are provided to students as needed.

* 2. The district has board-approved policies and procedures to be followed when referring students to outside agencies or resources.

* 3. Consultation is provided to teachers, administrators and parents/guardians regarding individual students' academic progress and personal/social concerns.

BEST COPY AVAILABLE

11.1 D Management and support activities are in place for implementing the comprehensive guidance program.

* 1. School counselors serve as consultants to departmental and district-wide committees and, when appropriate, provide support utilizing their knowledge of student growth and development.

* 2. School counselors inform students, staff, the board of education and school district patrons about the guidance program's purposes and practices.

3. School counselors (grades 7-12) periodically interact with or visit community agencies, worksites and personnel in business and industry, and postsecondary training facilities to keep current on various employment and training needs.

11.1 E A guidance program is implemented in each attendance center and appropriate structures and procedures are in place to evaluate the district's guidance program.

* 1. A written, districtwide procedural plan, which contains a definition of the guidance program, a statement of program philosophy, identified competencies, service delivery activities and procedures for evaluating the guidance program, has been adopted by the board of education.

* 2. Guidance facilities, equipment and resource materials needed to implement the goals of the guidance program are provided. The guidance facilities provide for privacy.

* 3. An advisory committee, comprised of school and community members, has been established, reviews the guidance program's activities and is actively functioning.

4. School counselors are evaluated using a performance-based format which is based upon job descriptions designed around the district's comprehensive guidance program.

5. The district's comprehensive guidance program is coordinated by a person with school counselor certification.

6. Ethical, legal and professional standards for school counselors are included in the district's procedural guidance plan.

PROFESSIONAL DEVELOPMENT

12.1 A Professional development programs are cooperatively developed by the school staff, administrators and school board members with assistance from a Professional Development Committee, as required by Sections 168.400 and 160.530, RSMo.

* 1. A Professional Development Committee, elected by the staff, coordinates and sets the direction for professional development activities.

* 2. Teachers are involved in the planning, implementation and evaluation of staff development programs.

* 3. There is a written procedural plan for professional development to stimulate and encourage the professional growth of both new and experienced staff. This plan includes goals, objectives, evaluation criteria, appropriate policies and procedures, mentoring provisions and a description of those unique procedures used by the Professional Development Committee to assure planned activities are related to the district's Comprehensive School Improvement Plan.

* 4. The Professional Development Committee conducts an assessment of needs based upon faculty input, student data, and other appropriate information. The needs identified in these assessments are addressed and incorporated in the district's Comprehensive School Improvement Plan.

* 5. Each year, the Professional Development Committee plans and implements activities which are clearly related to the Comprehensive School Improvement Plan.

* 6. The Professional Development Committee has been allocated one percent of the district's current year Basic Formula apportionments and has spent 75 percent of this allocation each year on activities related to the objectives of the board-approved Comprehensive School Improvement Plan.

7. The district commits additional funds beyond one percent of the Basic Formula apportionment for inservice training sessions.

12.1 B For the entire school staff (certificated and noncertificated), professional growth is a continuous process of refining skills and keeping current with new developments in the field of education.

* 1. Staff development opportunities are available for all staff and supported financially to the extent necessary to enable participation. Policies exist for the reimbursement of expenses for professional development activities.

* 2. Time is provided to staff as an encouragement to participate in staff development activities.

* 3. The effectiveness of staff development programs is validated through improved teaching practices.

* 4. All faculty and staff have been trained, within the last three years, in recognizing the signs and symptoms of substance abuse (and other behaviors of concern) and have been trained in implementing the district's intervention strategies.

5. Certificated staff members share information acquired through professional organizations and out-of-district staff development activities to promote interest and professional growth among all staff members.

6. The certificated staff is encouraged to maintain membership in and participate in professional organizations.

7. The certificated staff is routinely provided information regarding valid research and current instructional practices.

8. Staff development programs incorporate knowledge of adult learning patterns and are relevant to actual responsibilities.

GOVERNANCE AND ADMINISTRATION

13.1 Districtwide Planning and Evaluation

13.1 A The district has a written statement of the school district's educational mission and overall goals.

* 1. The written mission statement and goals are approved by the board and are clearly communicated and are made readily available to the staff, public and students.

* 2. The district's mission and goals are consistently applied to district management decisions and are reflected in the instructional program, the Comprehensive School Improvement Plan, the curriculum, and other support services offered by the district.

* 3. The staff demonstrates knowledge and understanding of the district's goals and mission.

* 4. Provisions are made for the periodic review and appropriate modification of the mission and goal statements to reflect current conditions with input from staff, students, parents, and community representatives.

13.1 B There is a written, districtwide procedural plan which coordinates the evaluation of the overall effectiveness and/or efficiency of the district's programs and services.

* 1. The district has a written procedural plan, approved by the board, which coordinates the evaluation of all programs and services. The overall design incorporates the goals, objectives, evaluation criteria and evaluation procedures of the individual programs, designates responsible persons and establishes timeframes for reporting to the board.

* 2. The district conducts thorough follow-up studies during one of the first two years and the fifth year following graduation from high school to assist in program evaluation.

* 3. Information from a variety of sources is utilized to determine the extent to which the district's goals and objectives are being achieved.

* 4. At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and takes action to ensure that these programs efficiently achieve their goals.

* 5. The districtwide procedural plan for evaluation results in the identification of areas of strength, as well as areas in need of refinement or improvement, which are then incorporated into the Comprehensive School Improvement Plan.

6. Staff members can identify who is accountable for each district program.

13.1 C The district has an ongoing, written Comprehensive School Improvement Plan which directs the overall improvement of its educational programs and services.

* 1. The district has a board-approved Comprehensive School Improvement Plan which is ongoing with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the district for at least a five-year period. The Plan should incorporate improvement issues related to student performance (Standards 16.1 - 18.1), MSIP identified concerns, long-term facility and maintenance needs (Standard 14.1B), Library Media Standards assessment (Standard 10.1C), state and federal program improvement requirements and other issues identified by the district. The Plan should include, but is not limited to:

-a description of the planning process
-the district's mission statement which may include beliefs
-strengths and concerns of the district
-goals, outcomes or objectives which define specific, measurable results expected to be achieved by the district to improve programs, services or student achievement
-a description of the methods to be used to assess the achievement of each goal, outcome or objective
-strategies or action-steps to be undertaken to realize each goal, outcome or objective
-the timeline for implementing each strategy or action-step
-a designation of person(s) responsible for implementing and assessing each strategy or action-step
-a description of how the district will encourage and assist school buildings to develop building-level School Improvement Plans consistent with the district plan

* 2. The district involves board members, staff, administrators, students, parents/guardians and community members in the comprehensive school improvement planning process.

* 3. The Comprehensive School Improvement Plan is evaluated and updated, as necessary, so that it is continuously in effect.

13.2 District Policies and Procedures

13.2 A The district maintains a current set of policies and procedures adopted by the board which guides the day-to-day operation of the district.

* 1. The district has established policies and procedures which are required in order for a district to receive federal or state funding.

* 2. Policies are in place to address the functions and operations of the school district and to guide the staff in their decisions.

* 3. The administration provides a procedure for obtaining advice from staff members prior to recommending policy decisions which affect school programs, curriculum, operating procedures or employee-welfare issues.

* 4. All policies are reviewed and revised periodically to address current conditions within the district. Information is provided to staff, students, parents/guardians and community members on additions and revisions to school policy.

* 5. All policies and procedures are published and made available to the staff and public.

6. Policies are consistently interpreted and applied in all district attendance centers.

13.2 B The board of education exercises its governance authority through formal and collective decision making in open or closed meetings on the basis of formally adopted, written policies and procedures, and its members secure required training.

* 1. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the record of all open meetings available for public review.

* 2. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board and the staff is channeled through the superintendent.

* 3. Members of the board of education elected or appointed after August 1993 complete 16 hours or more of orientation and training within one year of their election or appointment. The orientation and training program must have State Board of Education approval.

13.3 Personnel

13.3 A The board of education, in accordance with statutory requirements and local employment policies and procedures, employs staff members to implement the educational programs and services of the district.

* 1. The duties and responsibilities of all staff members, including qualifications for the positions, are clearly defined. Job descriptions are developed by types of positions.

* 2. Equal employment opportunity practices (and affirmative action policies, where appropriate) are implemented.

* 3. Adequate clerical support is provided to relieve professional staff of clerical duties.

4. Teacher selection is a cooperative process involving the superintendent, principals and other staff, as appropriate.

5. Orientation sessions are provided to new employees.

13.3 B The board has adopted and monitors a program of staff assessment which conforms to statutory and regulatory requirements.

* 1. Performance-based evaluation procedures have been developed for all professional staff. The staff is aware of the evaluation criteria, and the evaluation procedures focus upon specific job functions and performance improvement.

* 2. Formal evaluation procedures have been developed for support staff.

13.3 C The board has adopted and implemented a compensation program (salary schedule/program) sufficient to attract and retain qualified and competent personnel.

* 1. The compensation program recognizes teaching experience and allows for compensation for extra-duty activities and leadership responsibilities.

* 2. The compensation program encourages faculty members to continue professional advancement through additional education and to remain in the district.

* 3. The minimum teachers' salary is $18,000; teachers with Master's Degrees and 10 years of experience receive at least $24,000.

BEST COPY AVAILABLE

4. The compensation program addresses noncertificated, as well as certificated personnel.

5. The administrative staff, with involvement from the school staff, annually evaluates the district's compensation program and discusses the program with the board of education.

6. The board has adopted policies relating to personnel practices, including (but not limited to) sick leave, retirement, personal business leave, substitute service, health, safety, leaves of absence, grievances and wellness programs.

13.4 Fiscal Responsibility and Accountability

13.4 A The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

* 1. The board regularly reviews the fiscal condition of the district, studies the district's long-term fiscal needs, and develops and executes plans for assuring the fiscal viability of the district.

* 2. The superintendent, with appropriate input from the staff, prepares an annual budget as required by law.

* 3. Unless exempted, the district has a minimum, adjusted school-operating levy of $2.75.

4. Building administrators develop a budget for their schools, utilizing the input of the staff and needs within the building.

13.4 B The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

* 1. All financial and audit reports are prepared and submitted accurately and in a timely manner to appropriate agencies and authorities.

* 2. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district.

* 3. The accounting and management systems of the district are maintained and audited in conformity with state and federal requirements. Professional audits are made of all funds at least biennially.

* 4. The accounting system provides a complete and systematic record of all funds received and expended.

* 5. Internal procedures are developed for purchasing and inventorying supplies, materials and equipment.

* 6. The district maintains all Debt Service funds in a separate bank account.

* 7. Fund transfers from the Incidental Fund to the Capital Projects Fund have been made in accordance with Department guidelines and/or Section 165.011, RSMo.

* 8. The board ensures that the chief administrative officer of the district has received training in Missouri school finance.

9. The superintendent is responsible for the expenditure of all funds in accordance with the budget (with school board authorization) and for the accounting of all funds.

10. Employees responsible for handling funds and accounts are bonded.

13.5 Public Information and Involvement

13.5 A The administration recommends and the board appoints committees, including those required by state or federal regulation, to study specific issues and problems, or to provide advice and counsel to the board, and to facilitate communication between the board and its constituents as needed.

* 1. Required committees and councils are meeting and functioning within their stated mandates.

* 2. Procedures for parent/guardian and community involvement in school activities are clearly communicated and consistently used.

3. Students and teachers indicate that the school provides opportunities for appropriate student input/involvement in decision making.

4. There is a planned program to utilize community resources in the instructional/learning program of the school and to cooperate with other social and educational agencies in order to promote the welfare of the community and its youth.

5. Volunteers from the community are used in the schools.

13.5 B The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

* 1. The district annually submits to the media (and makes available to the district's patrons and legislators representing any portion of the district) a report on its educational programs and services.

* 2. Opportunities are provided for individual parents/guardians, groups of parents/guardians, and other members of the school community to express their desires, identify their concerns, ask questions and make suggestions regarding the schools and all programs.

3. The district maintains open communications with local media.

4. Staff members participate in local community organizations and activities, thereby enhancing the image of education in the community.

5. One person in the school district has been given the responsibility of coordinating and directing the public information program.

6. Effective public relations programs, designed to foster positive community attitudes toward education, are developed and implemented.

FACILITIES AND SAFETY

14.1 A **<u>Facilities</u>- Facilities are healthful, adequate in size, clean, well-maintained and appropriate to house the educational programs of the district.**

* 1. All programs and services in the district are housed in appropriate facilities.

* 2. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state.

* 3. A clean and healthy learning environment is provided for district programs and services.

14.1 B **<u>Facility Plans</u>- The board has written, long- and short-range plans for the maintenance/renovation/replacement of its facilities to accommodate the district's instructional programs.**

* 1. Facility plans are incorporated into the Comprehensive School Improvement Plan.

* 2. The district has conducted an accessibility study and implemented a board-approved corrective action and/or transition plan pursuant to the Americans with Disabilities Act (ADA) requirements to address accessibility issues within the district.

3. Procedures are in place to monitor the cost-effectiveness of the facilities.

14.2 **<u>Safety</u>- The district provides a safe, physical environment for students.**

* 1. The board has designated a safety coordinator who is responsible for monitoring all aspects of safety.

* 2. Facilities and grounds are periodically inspected by appropriate personnel for potential safety hazards; corrections are made promptly to ensure that local and/or state public safety requirements are met.

* 3. All observed safety and emergency devices are in place and operational.

* 4. Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.

* 5. The district has developed and implemented emergency procedures and conducts appropriate drills.

* 6. A reporting system for accidents is maintained.

SUPPORT SERVICES

15.1 **<u>School Health Services</u> - The district has developed and implemented a program for school health services which includes goals and objectives, service activities and an evaluation design.**

* 1. The district has a written program with goals and objectives for all areas of comprehensive health, which is evaluated at least annually and which is modified as necessary to better meet the needs of staff and students.

* 2. The school health services program includes a policy on administration of medication, as well as specific provisions for complying with all board policies, statutes and regulations regarding contagious and infectious diseases, immunization of schoolchildren and child abuse reporting.

* 3. The school health services program establishes procedures for first aid and emergency care and maintains records and reports of students served.

* 4. The school health services program provides comprehensive health screenings to assess and evaluate the health and developmental status of students.

* 5. Cumulative health records, including immunizations as required by statute, are maintained and regularly updated for all students. Confidentiality of health records is protected by district policy.

* 6. The health services program establishes procedures for the follow-up counseling and referral of students with identified health problems and for the monitoring of students with chronic medical conditions.

* 7. The health services program is developed and reviewed under the direction of a registered professional nurse (or a licensed practical nurse who works under the supervision of a registered nurse or licensed physician) who is employed either by the district or contracted through a public health service agency.

* 8. The school district provides facilities for delivering school health services, providing basic first aid and temporarily housing ill students. These facilities permit direct supervision of ill students at all times.

* 9. Professional health personnel provide instructional support in the development and implementation of the health education curriculum.

10. Health professionals participate in the Individualized Education Program (IEP) process for students with special health care needs.

11. Emergency medical information for all personnel and students is maintained and readily available.

15.2 **<u>Nutrition Services</u> - A school food program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Programs regulations and guidelines.**

* 1. The district's nutrition services are based on a written plan which includes specific goals, objectives and assessment procedures, and which is implemented, monitored, assessed and revised regularly based on local needs.

* 2. Copies of the approved application/agreement and the most recent food service monitoring report are on file in the district.

* 3. Breakfast programs funded by the U.S. Department of Agriculture (USDA) have been considered in all schools and implemented in those where statutorily required.

* 4. A safe and sanitary food preparation environment is maintained.

5. The meals provided through the district's nutrition services meet students' nutritional needs and are consistent with USDA Dietary Guidelines for Americans.

6. Nutrition/dietary information and instruction is provided to students through the cooperative efforts of food service personnel and classroom teachers.

15.3 **<u>Transportation Services</u> - Safe, efficient and consistent transportation to and from school is provided in compliance with Missouri statutes, regulations and local board policy.**

* 1. The district complies with all regulations and safety procedures related to the transportation of schoolchildren.

* 2. Drivers meet state qualifications. Each school bus driver possesses a Commercial Driver's License, as well as a School Bus Operator's Permit.

* 3. School administrators and bus drivers work together to implement the written school bus discipline policy.

* 4. District safety procedures (including student loading and unloading zones) are adopted and regularly reviewed by school administrators and bus drivers.

* 5. Reports are submitted to the Department of Elementary and Secondary Education as required by law or regulation (e.g. route approval, state aid reports and accident reports).

* 6. All contracts for transportation are in writing, dated and properly signed. If transportation is contracted, the district ensures that the contract adheres to all applicable requirements.

7. Drivers regularly receive safety instruction in school bus operation and student management.

PERFORMANCE STANDARDS
FOR K-12 DISTRICTS

PERFORMANCE STANDARDS

The Resource and Process Standards have been identified as areas that make a positive contribution to Student Performance, but the Performance Standards are used to measure a district's effectiveness. The measure of each standard is defined by the indicators which are listed. If districts desire to meet these standards through the use of measures other than those identified by the indicators, the district must request and be granted approval by the Department of Elementary and Secondary Education in advance.

ACHIEVEMENT

16.1 General Academic Achievement - **The district uses DESE approved standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The district's students achieve a high level of performance or demonstrate improvement in performance.**

* 1. The percent of MMAT-tested key skills mastered by the median student increases or is maintained at a high level, or students' scores on other performance assessments that are approved by the assessment section of DESE increase or are maintained at a high level. (When a district has two years of data from the new state performance assessment, MSIP will use that data to evaluate this standard.)

* 2. The percent of students scoring in the two highest quintiles on the MMAT increases or is maintained at a high level, while the percent of students scoring in the two lowest quintiles decreases or is maintained at a low level.

3. The percent of students who attain the graduation outcomes that have been identified by the district increases or is maintained at a high level.

4. The percent of students who demonstrate competence on a writing assessment increases or is maintained at a high level.

16.2 **<u>Reading Achievement</u> - The reading ability of the district's students is at an acceptable level or demonstrates improvement.**

* 1. Based on data from the Reading Cluster of the Reading/Language Arts subject test of the MMAT or an alternative measure of reading skills for which the district has longitudinal data, the reading skills of third-grade students will be evaluated to determine if the students' reading skills are at an acceptable level. If students are not achieving at an acceptable level, appropriate instruction is implemented for each child that is not achieving at an acceptable level. (When the communication arts portion of Missouri's Performance Assessment System has been implemented, data from this instrument will be utilized instead of the measures specified above.)

* 2. Based on data from the Reading Cluster of the Reading/Language Arts subject test of the MMAT or an alternative measure of reading skills for which the district has longitudinal data, the reading skills of eighth-grade students will be evaluated to determine if the students' reading skills are at an acceptable level. If students are not achieving at an acceptable level, appropriate instruction is implemented for each child that is not achieving at an acceptable level. (When the communication arts portion of Missouri's Performance Assessment System has been implemented, data from this instrument will be utilized instead of the measures specified above.)

16.3 **<u>Career Preparation</u> - The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.**

For the following indicators, the total percent of graduates (unduplicated count) is at a high level or is increasing:

* 1. The percent of graduates scoring at or above the national average on the American College Testing (ACT) program or Scholastic Aptitude Test (SAT);

* 2. The percent of graduates that earn a college preparatory studies certificate, earn college credit while in high school or receive a score of three or higher on an Advanced Placement Test;

* 3. The percent of graduates who complete vocational education programs approved by the Department of Elementary and Secondary Education; and

* 4. The percent of graduates who complete vocational education programs approved by the Department of Elementary and Secondary Education and are placed in occupations relating to their training, continue their education or are in the military services.

EDUCATIONAL PERSISTENCE

17.1 <u>Educational Persistence</u> - The percentage of students who persist in their efforts to complete an educational program increases or is maintained at a high level.

* 1. The percent of students who drop out of school decreases or is maintained at a low level.

* 2. The percent of district dropouts who complete a high school diploma or equivalency certificate within five years of when they dropped out increases or is maintained at a high level.

* 3. The percent of the district's students who are in regular daily attendance increases or is maintained at a high level.

PERFORMANCE STANDARDS
FOR K-8 DISTRICTS

PERFORMANCE STANDARDS

The Resource and Process Standards have been identified as areas that make a positive contribution to Student Performance, but the Performance Standards are used to measure a district's effectiveness. The measure of each standard is defined by the indicators which are listed. If districts desire to meet these standards through the use of measures other than those identified by the indicators, the district must request and be granted approval by the Department of Elementary and Secondary Education in advance.

ACHIEVEMENT

16.1 **General Academic Achievement - The district uses DESE approved standardized achievement tests closely aligned with the curriculum and instruction to measure the degree to which students have mastered the knowledge and skills in the curriculum. The district's students achieve a high level of performance or demonstrate improvement in performance.**

* 1. The percent of MMAT-tested key skills mastered by the median student increases or is maintained at a high level, or students' scores on other performance assessments that are approved by the assessment section of DESE increase or are maintained at a high level. (When a district has two years of data from the new state performance assessment, MSIP will use that data to evaluate this standard.)

* 2. The percent of students scoring in the two highest quintiles on the MMAT increases or is maintained at a high level, while the percent of students scoring in the two lowest quintiles decreases or is maintained at a low level.

16.2 **Reading Achievement - The reading ability of the district's students is at an acceptable level or demonstrates improvement.**

* 1. Based on data from the Reading Cluster of the Reading/Language Arts subject test of the MMAT or an alternative measure of reading skills for which the district has longitudinal data, the reading skills of third-grade students will be evaluated to determine if the students' reading skills are at an acceptable level. If students are not achieving at an acceptable level, appropriate instruction is implemented for each child that is not achieving at an acceptable level. (When the communication arts portion of Missouri's Performance Assessment System has been implemented, data from this instrument will be utilized instead of the measures specified above.)

* 2. Based on data from the Reading Cluster of the Reading/Language Arts subject test of the MMAT or an alternative measure of reading skills for which the district has longitudinal data, the reading skills of eighth-grade students will be evaluated to determine if the students' reading skills are at an acceptable level. If students are not achieving at an acceptable level, appropriate instruction is implemented for each child that is not achieving at an acceptable level. (When the communication arts portion of Missouri's Performance Assessment System has been implemented, data from this instrument will be utilized instead of the measures specified above.)

EDUCATIONAL PERSISTENCE

17.1 **<u>Educational Persistence</u> - The percent of students who persist in their efforts to complete an educational program increases or is maintained at a high level.**

* 1. The percent of students dropping out of school in grades seven and eight decreases or is maintained at a low level.

* 2. The percent of students from the elementary district who complete their education by graduating from high school increases or is maintained at a high level.

* 3. The percent of the district's students who are in regular daily attendance increases or is maintained at a high level.

POST-ELEMENTARY SCHOOL STATUS

18.1 Post-Elementary School Status - Elementary districts conduct follow-up studies of students to determine the degree to which they succeed in high school.

* 1. The percent of students from the elementary district who are listed on the honor roll in the ninth and tenth grades is comparable to the percent of students from the receiving high school district(s) who are listed on the honor roll in these grades.

* 2. The grade point average of ninth- and tenth-grade students from the elementary district is comparable to the grade point average of ninth- and tenth-grade students from the receiving high school district(s).

* 3. The results of student follow-up studies conducted the first and fourth years following eighth grade are used to evaluate and improve the educational programs and instruction provided in the district.

4. Elementary districts work with the receiving high schools as they conduct post-high school follow-up studies.

Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102-0480